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IDENTIFIERS	Kentucky (Louisville); *Parent Materials

ABSTRACT

Described is a Re-Ed (re-education) program for treating emotionally disturbed children (ages 6 through 12 years). The residential behavior modification program is discussed in terms of facilities (physical environment, length of program, and admission criteria), activities (such as field trips, yoga, and special education classes) staff and training (including ancillary services in the form of workshops, parent counseling groups, practicum or internship training, staff meetings, and demonstration programs), parent counseling (which includes effectiveness training and weekly sessions with the children's teachers), and costs (which depend on the area in which the facility is established). Brief sections are included on program evaluation and replication. A parent handbook relating to the Re-Ed program comprises the remaining half of the text and covers topics such as accreditation, placement, and behavior diaries in question-answer form. (SB)

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INTRODUCTION

History

One only needs to study the research statistics projecting the numbers of children needing some type of treatment for emotional disturbance to recognize the significance of the Re-Ed program. The need exists nationwide, in all areas and at all economic levels.

Forward-thinking educators in Kentucky had carefully studied the Southern Regional Education Board's 1954 report revealing gross inadequacies in residential facilities for emotionally disturbed children. Kentucky and Tennessee educators and mental health commissioners assisted the SREB and the National Institute of Health in drafting a proposal for possible grant support to establish a Re-Ed School. Due to a lack of funds at the state level, Kentucky was replaced by North Carolina, and the grant was approved in 1961.

As the problem grew in Kentucky, so did the state's interest in the Re-Ed concept. Finally, in 1968, Title III ESEA provided the initial three year grant; and in July, 1969, a residential facility for 32 children was opened. Two months later, satellite classes (from 9:00 to 1:30 daily) were begun in regular schools.

Concepts and Goals

The Re-Ed concept emphasizes health, not illness; teaching, not treatment; unlearning negative behavior patterns and learning positive ones, not fundamental personality reorganization; the symptom, not the cause; and the total social system of the child, not just the child.

The basic objective of the re-education process is to help the emotionally disturbed child and his social system achieve just enough reorganization to make the system work in a reasonably satisfactory fashion, and to

give the child a higher probability of success than of failure in a regular classroom.

Goals are purposely limited and are sought by the following means:

1. Helping the child to unlearn the habits that cause rejection and acquire those that make him more acceptable.
2. Helping the child gain some cognitive control over his behavior.
3. Helping the child achieve a sense of knowing who he is and belonging and responding to his total evnironment.
4. Providing remedial work as needed to arrest his downward trend in achievement.
5. Restoring to the child some trust, some confidence, some competence, and some joy.
6. Mobilizing resources in the community.
7. Assisting the child's regular school to facilitate an easy return.

   The purpose is not to effect a "cure", but to give the child a 24-hour environment in which he can grow, and to give the family, school, and community an opportunity to regroup their forces in the interest of the child's development in a relatively normal setting.

   Re-Ed assumes normal life circumstances are more conducive to healthy growth than is an institutional placement; further, that there are times when a partial disengagement may be good for everyone concerned - a reprieve from constant coping.

   Re-Ed attempts to give the child what he needs, rather than forcing him to adjust to what is otherwise available. He is given credit for what he has learned, not failed because he cannot meet the curricular requirements.

The initial Title III grant was twice extended, ending June 30, 1973.

Beginning July 1, 1973 the six school districts which had been served by the project joined with seven others and the Kentucky Department of Mental Health in financing the Re-Ed School and its satellite classes.

PROGRAM DESCRIPTION

Facilities

The residential school consists of one four-story classroom/living/administrative facility, including classrooms, sleeping rooms, kitchen, living area for night staff, recreational areas and offices. The satellite classes, however, are housed in three public schools of Jefferson County, and teachers' salaries are paid through minimum foundation units.

The seven-county area supplies referrals on rural, suburban, urban, and inner-city children, ages 6 through 12, eligible for grades 1 through 6. The residential school originally accepted children for 4-6 months, with the average length of stay about 6 months. It was found that those children who stayed longer than 4 months did not necessarily have fewer problems upon their return to regular school than those who stayed only 4 months. Consequently, children are now accepted for a four-month period, negotiable with the referring school district, the Kentucky Bureau for Health Services (River Region Services) and the Re-Ed staff at the end of this time. Satellite children are enrolled for six months, because of the shorter classroom day.

Referrals are made by the classroom teacher, principal, or counselor, but may be initiated by family, agencies or physicians. The referred child must be six through twelve years of age, eligible for grades one through six, with average or above intellectual potential, manifesting behavior inappropriate for his age.

Since 1969, there have been approximately 750 referrals. Of these, about 450 have been enrolled in either residential or satellite classes. All but 56, our present enrollment, have been returned to their regular schools. Behavior has stabilized and is being maintained at an acceptable level in home, school, and community for most of these students. Although Re-Ed is a behavior modification school, not designed to upgrade a student's academic achievement, there has been progress in the basic skills for most of the children who have returned to their home schools.

Activities

The typical day in the residential school begins with breakfast at 7:15; classes start at 8:00 with the morning teacher and assistant. Lunch is served family-style from 11:30 to 12:00, and at 2:00 the afternoon Children's Program Specialist and assistant assume responsibility for the group of eight. Their program correlates with the academic morning program, but in a more informal manner that includes field trips, camping, art classes, yoga, and other social-recreational learning experiences out in the community.

From 2:00 to 2:30, there is an overlap period when both morning and afternoon staff are on duty, and this period can be spent in planning coordinated activities, in team teaching, in discussing particular behavior problems and methods for dealing with them, or in meetings with the group's liaison counselor for a three-way dialogue regarding incoming, resident, or graduated students.

Dinner is from 6:00 to 6:30 for any group not out on a field trip, followed by planned activities until shower time at 8:30 and lights-out at 9:00. Four evening supervisors are on duty until 8:00 A.M.,

alert to sudden illnesses, nightmares, wet beds, or spells of homesickness. The unit to which a child is assigned is an integral group that studies, plays eats and sleeps together. Group living is effective, through peer pressure, in teaching the child responsibility for his behavior as an individual and as a member of any given group. Some children learn to adjust to life's varying demands and inconsistencies; the emotionally disturbed child has not. It is Re-Ed's responsibility to meet each child's above normal needs by helping him to modify his attitudes and behaviors as a necessary foundation upon which to build his skills-increasing ability.

The satellite classes are in session the same hours as their school's other special education classes, usually from 8:00 to 2:30. The philosophy is the same; only the planned afternoon program is missing. It is for this reason that parental cooperation is essential every day in reinforcing the behavior modification process initiated by the teacher. It is just as important for the parents of children in residence to supplement the Re-Ed program on weekends.

With this in mind, Re-Ed offers various forms of counseling to all parents. There are child management courses, parent group meetings, individual or family counseling at local agencies, and regular in-home conferences. There is also a two-year supportive association with the child who has graduated, with someone from his team always available for crisis intervention if he gets in trouble, a friendly chat on the phone, a drop-in visit at this school or home just to say hello. A graduate's visits to Re-Ed, announced or unannounced, are welcomed.

Recognizing that change is constant and affects all members of a child's environment, Re-Ed continues to work with the schools, churches, and social groups in an effort to more positively involve the child

on an acceptable basis.

Staff and Training

The Re-Ed staff members were selected by the Jefferson County Board of Education, then certified through an initial training program at the University of Louisville. The innovative pre-service program was designed and established by the School of Education at the University of Louisville for the express purpose of training the entire Re-Ed School professional staff in the methods and techniques to be used in the education of emotionally disturbed children to be served by the project. During the training period, the staff was trained to operate within the unique educational model designed for the program. For the original 16 members of the Re-Ed staff, professional pretraining at the University of Louisville for three months cost $59,579. In-service training has continued at the beginning of each year (five days) for new members and for workshops, speakers, etc. for returning and new staff. Also, all staff members have continued their professional training in the area of emotional disturbance or learning disabilities. The specialized staff of Re-Ed pre-evaluates, diagnoses, re-educates, post-evaluates, and follows up for two years on those children referred and accepted. Re-Ed also offers ancillary services to parents, school, state universities and others. These services take the form of work-shops, parent counseling groups, practicum or internship training, staff meetings in Region III schools, and demonstration programs. In addition to the above, the Re-Ed specialists will work with any child with behavioral problems at the request of the school system, either directly or through the child's teacher on a crisis intervention basis. Screening, placement, transition and follow-up services are a part of each accepted student's care.

Parent Counseling

The parent counseling program is unique in its nature and extensiveness. Before children are placed into the Re-Ed program, the parents sign a contract to participate in scheduled counseling sessions with the staff or to continue in the counseling program in which they are already enrolled. In addition to the parent effectiveness training or other counseling with a community agency, the parents have weekly sessions with both the morning teacher and afternoon teacher working with their children. When the parents pick up their children on Friday afternoon, they are informed by the morning teacher of the child's behavior and progress during the week.

On Sunday, the parents meet with the afternoon program specialist and discuss the home behavior during the weekend visit, and return the weekend behavior checklist. In the two weekly sessions the teachers counsel the parents in what to expect during the child's home visit, how to manage behavior problems at home, to reinforce the behavior modification program being used at school, and how to conduct a "pow-wow" session and talk through family problems at home. These sessions provide parents with an opportunity bi-weekly to receive information and counseling with two professionals working directly with their child. Liaison counselors assigned to the family are available to the parent for counseling at anytime, and make periodic checks with the parent and work directly with the family to secure suitable school placement for the child upon graduation. Upon graduation from Re-Ed, the family and school personnel receive counseling from the liaison counselor in frequently scheduled home and school visits.

All these processes keep the parents in constant touch with the child and his daily progress, even though he might be in a residential program,

and provide parents with the support needed to produce change in the child's behavior and environment.

Costs

During the planning year, costs involved staff development and professional personnel stipends. In the initial year of operation, expenditures covered equipment, materials, facility, remodeling, and professional and para-professional salaries. Average cost for 1970-71 and 1971-72 was $26,238 for equipment and supplies, $190,519 for professional salaries, and $66,307 for para-professional salaries. Vans, kitchen, audio-visual equipment, household-type furniture, and linens add to the expense of establishing a residential school. Also, many materials designed specifically for emotionally disturbed children are expensive, but much of this cost is offset by teacher-made materials to individualize eight children per group with perhaps as many grade levels. Since the beginning in 1968, Re-Ed has spent $182,305 for equipment and materials. All of these costs depend upon the area in which the facility is established - teacher salary range, facility costs, volunteer services available, labor rates for required remodeling and/or maintenance, payscale for para-professionals, and availability of services from local/state agencies at little or no cost. Each potential replicator of this project must assess per pupil cost data and learner outcomes in relation to the needs of their particular school district.

EVALUATION

Objectives

Re-Ed's specific objectives focus on diagnostic evaluation of referred children and effecting behavioral modification which will enable 70% of these students to function satisfactorily in regualr classrooms.

This objective has been exceeded; 86% of the students are behaving appropriately since Re-Ed termination. Approximately the same percentage has shown academic improvement, because as behavior problems lessen, learning ability is enhanced. Aware that family, school, and community interactions with the child affect his behavior, Re-Ed offers ancillary services for teachers and parents, and serves as a model program for emotionally disturbed children.

Research

Statistical techniques utilized for the analysis of data generated from Re-Ed instruments include (1) analysis of variance, (2) Newman-Keuls Range Test, (3) Chi Square test of significance, and (4) Bond-Tinker Reading Expectancy Level formula. These techniques provide a means of determining differences on three measures of behavior (self, school, family) in relation to specified time factors (intake, discharge, 6 months, 12 months, 18 months, and 24 months). Test data provided documentation of the change in reading level which occurred during the Re-Ed treatment period based upon the difference between expectancies and functioning levels at entry and at termination. Instrument content is directly related to the Re-Ed objectives.

Additional studies are underway at present, based upon a continuous flow of information from ongoing records. These studies deal with parental perceptions of emotionally disturbed children over time, from Re-Ed enrollment to termination, and varying periods of time after termination; the viability of a mental health concept implemented in the public schools; incidence of common factors within the life space of emotionally disturbed children; incidence of truancy among emotionally disturbed students in elementary schools; and academic improvement based on grade levels during Re-Ed stay.

REPLICATION

Effectiveness

The national validation study by the United States Office of Education found the educational model highly innovative. The model used in the project is based on the philosophy that inappropriate behavior is learned and, therefore, the child can be re-educated and learn appropriate behavior. Children learn to monitor their own behavior through the use of behavior modification techniques. A variety of professional and para-professional people, work with the child and teach him to analyze his own behavior and that of his peers. During "pow-wow" sessions the child learns to express his feelings and problems, cope with his problems and make his own decisions concerning what his problems are and how to solve them. He learns how to successfully monitor his behavior not only in the Re-Ed setting, but also in his home environment and his future school and community environment. An analysis of evaluation and research findings support significant improvement in behavior of children participating in the Re-Ed program. This is particularly significant when comparing children's behavior observed when entering the program and upon graduation. Further, this position is strengthened even more by date showing that the behavior exhibited after being graduated for a six-months period is being maintained at the same level with little or no change. In addition, 54.7% of the children in the residential program had been retained at least one grade level or more when attending a regular school. This fact suggests that effective results with Re-Ed children have been attained in view of extremely bad previous experience with school.

Enclosure II

I. Descriptive Data

A. Major Area of Concern: Emotional disturbance in 6-12 year old childr

B. Project Title: Re-Education of Emotionally Disturbed Childr

C. Project Director: Donald R. Alwes, Sr.

Address: 1804 Bluegrass Avenue

Louisville, Kentucky 40215

Telephone: 502/368-2591

D. Superintendent of Schools: Mr. Ernest C. Grayson

Address: Jefferson County Board of Education

3332 Newburg Road, Louisville, Kentucky 40218

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E. Level of Funding:

Initial Grant	$ 268,000.00	Date 7/1/68
1st Continuation	$ 225,000.00	Date 7/1/69
2nd Continuation	$ 222,000.00	Date 7/1/70
3rd Continuation	$ 222,000.00	Date 7/1/71
Total	$ 937,000.00	

RE-ED SCHOOL OF KENTUCKY

PARENT HANDBOOK

This handbook was written with the cooperation of the parents of RE-ED children in an attempt to answer the most commonly asked questions concerning the RE-ED Program. It is hoped this book can aid parents in determining whether RE-ED can be of help to them and their child.

Special thanks are due Ernest and Jean Bivin, Kay and Jack Easley, Cova Spellman, Kenneth King and Gloria Nicoulin.

COMPILED BY:

PATRICIA A. MONTGOMERY

Rev. No. 3
1975

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WHEN DID RE-ED SCHOOL BEGIN?

The educational leaders of Region III in Kentucky designed and proposed the development of the RE-ED School of Kentucky. The U. S. Office of Education, Washington, D.C., and the Kentucky Department of Education approved and funded the proposed center in the fall of 1968 using federal funds available under the Elementary and Secondary Education Act. Region iii (encompassing the school districts of Jefferson County, Louisville, Bullitt County, Oldham County, Anchorage, and the Archdiocese of Louisville) established RE-ED in November, 1968, with the employment of a director. Teachers who were recruited from the participating school districts began their training in psychology and special education at the University of Louisville in February, 1969.

The residential school was established in July, 1969, in facilities leased from the Kentucky Child Welfare Department on the Kentucky Children's Home Campus at Lyndon, near Louisville. Four classrooms for eight children each were equipped, and the processing of referrals was started. In August, five day-care or satellite classrooms were opened at strategically located Jefferson County and Louisville elementary schools.

When federal funds ended July 1, 1973, interagency financial support on the state and local level made possible the RE-ED School's continuation and expansion into Shelby, Henry, Trimble, and Spencer Counties. RE-ED School became affiliated with the Kentucky Department of Mental Health through the River Region Mental Health-Mental Retardation Board which assured at least 50 percent of the necessary funding with the participating school districts paying the remainder of the cost.

In July, 1974, the RE-ED School was relocated on the Hazelwood Campus, a Department for Human Resources facility.

WHAT TYPE OF ACCREDITATION DOES RE-ED AND ITS STAFF HAVE?

RE-ED is a Jefferson County Public School certified by the Southern Association of Elementary and Secondary Schools. The professional staff in the RE-ED program hold the minimum qualification of certification by the Kentucky State Department of Education, with the majority also holding special certification in the area of emotional disturbance.

The Teacher Assistants are trained on the job through close association with experienced teacher-counselors and through in-service workshops.

The staff consists of a Director, Assistant Director, Secretary, Educational Specialist, five Liaison Teacher-Counselors, four Day Teacher-Counselors, four Children's Program Specialists, four Day and four Afternoon Aides, four Night Aides, three Satellite Classroom Teacher-Counselors, three Satellite Aides, one Dissemination Coordinator, one Learning Center Teacher, one Plant Manager, one Custodian, and one morning and one afternoon Lunchroom Manager.

In April, 1970, RE-ED was chosen as one of five projects out of 1800 to present a program to the President's National Advisory Council, and received the Educational Pace-setter Award. In 1971, the project was one of 40 receiving the Innovative Project Award from the President's National Advisory Council. Also, in 1971, the school received the Governor's Merit Award for outstanding educational innovation in Kentucky.

RE-ED was selected to demonstrate its program at the ED/Fair 1973 in Washington, D.C., having been nationally validated as one of the 12 most outstanding Title III Projects in the country, and again was a demonstration project in Florida at the Southern States Work Conference. RE-ED has also been honored to present its program at the 1974 National Convention of the Council of Exceptional Children and the convention of the National Association of Elementary School Principals. RE-ED was presented an award by the Jefferson County Teachers Association for the outstanding Afro-American History Week Program of 1974.

WHAT IS THE PHILOSOPHY OF RE-ED?

The emphasis in the RE-ED program is on the total social system of the child, not just the child; on unlearning negative behavior patterns while learning positive ones.

RE-ED gives the child a 24 hour environment in which he can grow, and gives the family, school, and community an opportunity to re-group their forces in the interest of the child's development in a relatively normal setting. RE-ED assumes normal life circumstances are more conducive to healthy growth than is an institutional placement; further, that there are times when a partial disengagement may be good for everyone concerned - a reprieve from constant coping.

RE-ED attempts to give the child what he needs, rather than forcing the child to adjust to what is otherwise available.

WHAT ARE THE OBJECTIVES OF THE RE-ED PROGRAM?

RE-ED proposes to maintain one residential school and three satellite classes for emotionally disturbed children who are ages 6 through 12 and

eligible for grades 1 through 6; evaluate and test children that have been referred; effect behavioral modification to the extent that, after 4 months (residential placement) or 6 months (satellite placement), 70% of the students can function satisfactorily in a normal classroom; evaluate the students weekly to determine their behavior modification progress, using teachers'/parents'/ weekly reports; provide ancillary services for teachers and parents; and provide training opportunities as requested by Kentucky Universities for undergraduate and/or graduate students in special education; act as a model program for schools and agencies emphasizing the re-education and follow-up of emotionally disturbed children and the importance of liaison efforts to provide continuous and comprehensive support within the life space and environment of the child.

WHAT ARE THE OBJECTIVES OF RE-ED IN REGARD TO EACH CHILD ENROLLED?

The RE-ED School offers each child a program geared toward his emotional, social, and academic needs, on either a 5 day residential or day-care basis. The RE-ED staff, in close cooperation with family and community, strives to help the child: unlearn the habits that cause rejection and acquire those that make him more acceptable; gain some cognitive control over his behavior; achieve a sense of knowing who he is, a sense of belonging and responding to his total environment. RE-ED also provides remedial work as needed to arrest the child's downward trend in achievement; mobilizes resources in the community, in the child and family's behalf, and assists the child's regular school in facilitating his return to that school.

WHAT TYPE OF CHILD IS SERVED BY THE RE-ED PROGRAM?

Applicants must fall within these guidelines: six through twelve years of age; eligible for membership in grades 1 through 6 in a public, private, or parochial school in the 7 county area of Jefferson, Bullitt, Oldham, Shelby, Henry, Trimble, and Spencer counties; average or above average academic potential; unable to function in a regular classroom due to inappropriate behavior.

HOW IS A CHILD REFERRED TO RE-ED?

Referrals are made by the school which the child attends, initiated by the classroom teacher, counselor, principal, or school social worker. Physicians or agencies may also originate referrals and the school personnel will forward the required forms to their school board for preliminary screening.

WHAT IS A TYPICAL DAY LIKE IN THE RE-ED SCHOOL?

Each day in the residential school begins with breakfast at 7:15; classes start at 8:00 with the Day Teacher-Counselor and Assistant. Lunch is served family-style from 11:30 to 12:00, and at 2:00, the Children's Program Specialist and Assistant assume responsibility for the group of eight. The afternoon program correlates with the academic morning program, but in a more informal manner that includes actualized teaching experiences in the community, such as art classes, field trips, and camping. (See outline of afternoon curriculum).

From 2:00 to 2:30, there is an overlap period when both Day Teacher-Counselor and Children's Program Specialist are on duty. This period can be spent in planning coordinated activities, in team teaching in discussing

particular behavior problems and methods for dealing with them, or in meetings with the group's liaison counselor for a three-way dialogue regarding incoming, resident, or graduated students.

Dinner is at 6:00 for any group not out on a field trip, followed by planned activities until shower time at 8:30 and lights-out at 9:00. Four Night Aides are on duty until 8:00 A.M., alert to sudden illnesses nightmares, wet beds, or homesickness.

The satellite classes follow the same hours as other special education classes in Jefferson County. Each class of eight children is located in a elementary school where it is possible for the child to participate in large-group activities for short periods of time but the main thrust of the child's program is geared toward his specific needs behaviorally and academically.

WHAT DETERMINES PLACEMENT IN RESIDENTIAL OR SATELLITE PROGRAM?

The satellite classes were originally intended to serve less severely disturbed children and to be a half-way house to or from residence at RE-ED, depending upon the child's needs and the availability of space in the residential school or in the public schools' special classes. It has evolved, however, into more generally making the decision with each family while taking into consideration the child's problems, the home situation, parental wishes, and RE-ED's recommendations. The final decision is made by the Admissions Committee composed of the RE-ED Director and Assistant Director, and a River Region Liaison Officer.

WHAT IS THE AVERAGE LENGTH OF STAY?

Children usually are enrolled in residential classes 4 months; in satellite (day-care) classes 6 months.

HOW ARE PARENTS INFORMED OF THEIR CHILD'S PROGRESS?

Conferences with the team can be arranged through the Liaison-Counselor, and progress reports are periodically sent to the parents and the child's home school.

WHAT RESPONSIBILITIES AND OBLIGATIONS DO PARENTS AGREE TO ASSUME WHEN THEIR CHILD IS ENROLLED IN RE-ED?

It is only through a coordinated effort involving home, school, and community that a child can make optimal progress while in the RE-ED Program, and maintain that progress after he leaves. It is important that parents take the time to discuss their child's progress with the RE-ED teachers who work with the child.

Parents are expected to participate in counseling and be responsible for their child's transportation, clothing, medical care, allowance, and weekly behavior diaries. (See Parent Authorization and Memorandum of Agreement in Supplement).

HOW CAN A PARENT FULFILL THE COUNSELING REQUIREMENT?

Parents may have to attend child management courses offered at RE-ED, counseling with River Region Service Centers or other local agencies, or therapy with a private psychiatrist or psychologist.

WHEN IS A PARENT RESPONSIBLE FOR TRANSPORTATION?

In the satellite program, the parent is responsible for daily transportation if the school system cannot arrange for bus service. In the residential program, parents are responsible for transporting the child for arrival and dismissal at the appointed times. Arrival is 4:30 P.M. on Sundays. Dismissal time is 11:30 A.M. on Fridays. If inclement weather prohibis arrival on Sunday afternoon, the child should be brought in Monday at 8:00 A.M.

WHAT TYPE OF CLOTHING SHOULD THE PARENTS PROVIDE?

Each child should bring a daily change of clothes suitable for RE-ED Activities, and all clothing must be marked with the child's name. Linen should also be furnished by the parents. (See Clothing List in Supplement).

WHO IS RESPONSIBLE FOR LAUNDRY?

All laundry is to be done on weekends by parents.

WHAT PROCEDURES ARE USED FOR MEETING THE MEDICAL NEEDS OF A CHILD?

Only medication prescribed by a physician in writing will be administered by the RE-ED staff. In case of illness or emergency, parents will be contacted. If the school is unable to contact the parents, the Parent Authorization form (see Supplement), when signed, gives RE-ED permission to take a child for emergency treatment at a hospital or physician's office. The Educational Specialist provides preliminary screening in the area of vision and hearing for each child enrolled in RE-E[illegible].

ARE CHILDREN IN RESIDENCE ALLOWED TO HAVE AN ALLOWANCE?

No child is permitted to have money on his person. The child's allowance is to be given by the parents to the Children's Program Specialist on Sunday afternoon. Although the usual allowance is $2 weekly, the exact amount is determined by each team on the basis of age, need, and activities planned for the week. Any money left at the end of a week is saved in the child's account and returned to him at termination.

WHAT ARE THE WEEKLY BEHAVIOR DIARIES?

It is important to maintain close contact between home and school to allow feedback between the two. The diaries are a guideline to show whether what is taught at RE-ED is carried over in the child's home and community. (See Weekly Behavior Diary in Supplement).

HOW CAN A FAMILY CONTACT A CHILD WHILE HE IS IN RESIDENCE AT RE-ED?

Although parent visits are discouraged, letter exchange is encouraged. Phone calls are left to the discretion of the RE-ED staff as determined by individual need.

WHAT METHOD IS USED TO CHANGE THE BEHAVIOR OF A CHILD?

Different behavior modification techniques are used with each group to meet the specific needs of individuals within that group. Detailed information on the behavior modification techniques used with each group is available to parents.

WHAT TYPE OF ACADEMIC WORK DOES A CHILD DO AT RE-ED?

When a child enters the RE-ED program, he is evaluated by the Educational Specialist for specific learning weaknesses and strengths.

The Day-Counselors, in cooperation with the Liaison Teacher-Counselor and the Educational Specialist, plan an individualized program for each child with emphasis on remediating weaknesses and building on strengths.

WHAT OTHER ACTIVITIES ARE AVAILABLE AT RE-ED?

Swimming, yoga, trampoline, tumbling, bowling, group sports, and many other enrichment activities, such as 4 H, are important parts of the RE-ED program.

WHO DETERMINES WHEN A CHILD IS TERMINATED FROM THE RE-ED PROGRAM?

This is a team decision (Liaison, Day, and Night Teacher-Counselors) in consultation with the family and receiving school, and with the approval of the Admissions Committee. If a child needs to remain in the RE-ED program beyond four months for residential or six months for satellite, his contract may be renegotiated through the Admissions Committee, River Region, and the child's local school board.

WHAT HAPPENS AFTER A CHILD LEAVES RE-ED?

Recognizing that change is constant and effects all members of a child's environment, RE-ED continues to work with the home, school, and community in an effort to more positively involve the child on an acceptable basis. There is a 2-year supportive association thru River Region, and RE-ED with the child who has graduated. Someone from his team, usually the Liaison-Counselor, is available for crisis intervention, a friendly chat on the phone, or a drop-in visit at this school and/or home, just to say hello. A graduate's visits to RE-ED are welcomed.

Forms are sent regularly to families and schools as one means of followup. During this period, both families and schools are encouraged

to maintain close contact with RE-ED staff members. Although formal followup is discontined two years after termination, there is no actual cut-off of services to child and family. If necessary, emergency service is available.

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